

# Inspection of Westfield Primary School

Longfellow Road, Westfield, Radstock BA3 3XX

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Inspection dates: 24 and 25 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Westfield Primary School is inclusive and welcoming. The headteacher is ambitious for all pupils. He instils a spirit of care and cooperation in staff and pupils alike. Staff care for pupils. The school values of creativity, respect, collaboration, ambition and resilience support everything the school does.

Staff have consistent expectations of pupils' behaviour. From early years, pupils follow the routines set by their teachers. In lessons, and around the school, pupils behave positively. Relationships between pupils and staff are respectful. Poor behaviour is addressed quickly should it occur. There is little low-level disruption. Bullying is rare. Leaders deal with it effectively if it happens. As a result, pupils feel happy and safe at this school.

Leaders prioritise pupils' character development through an exceptional programme of experiences. Pupils enjoy activities that enhance the curriculum, such as sports, crafts and performing arts. Some pupils are sports leaders or school values champions. Pupils have a strong appreciation of British values. This threads through school life.

Most parents are supportive of the school. Typically, comments include, 'Westfield is dedicated to my child's educational and emotional well-being.'

## **What does the school do well and what does it need to do better?**

Leaders give reading a high profile in school. The school's phonics programme is well planned. Children start to learn to read as soon as they start school. They join in with stories, songs and rhymes. Pupils have regular phonics and reading lessons. Books match the sounds pupils know. Staff teach phonics skilfully. They use assessment well. Staff quickly spot and offer support to pupils who are not keeping up with the pace of the phonics programme. Older pupils talk in detail about the books they read for pleasure. Pupils enjoy listening to stories adults read to them, such as 'Who Let the Gods Out?' and 'Carrie's War'. This helps them build their vocabulary, fluency and understanding in their reading lessons.

Leaders consider carefully what pupils must learn in the early years and in each subject in the curriculum. The curriculum is broad and balanced. It is particularly strong in English, mathematics and science. In mathematics, the curriculum builds on what pupils have already learned. For example, children in the early years focus on counting and recognising numbers. Older pupils solve problems confidently and deepen their understanding. As a result, they have a strong foundation for future mathematical learning.

The essential concepts pupils need to learn are mapped out by knowledgeable subject leaders. Teachers use learning beyond the curriculum and quizzes to help pupils recall learning before they move on to something new. For example, in

science, pupils in Year 1 apply the knowledge they gain on a visit to an astronomy museum to new learning.

Staff check pupils' learning well in reading, mathematics and science. They use these checks to know when pupils need to go over concepts. This helps grow pupils' understanding. However, assessment is in the early stages of development in some subjects in the wider curriculum. Some subject leaders do not yet know how well the curriculum helps pupils to gain knowledge over time. As a result, some pupils have gaps in their knowledge. This slows the progress pupils make through the curriculum.

Staff adapt learning well for pupils with special educational needs and/or disabilities (SEND). They identify these pupils' needs clearly. Leaders work closely with families and external agencies. Learning is broken down into small steps to provide effective support. As a result, staff give pupils the extra help they need. Pupils with SEND access the full curriculum. They achieve well from their starting points. Effective support is in place for pupils with specific behavioural and emotional needs. They benefit from the school's inclusive ethos.

Leaders offer a broad range of experiences beyond the academic. From early years to Year 6, the experiences pupils receive deepen their knowledge of all walks of life in modern Britain. Pupils say they know how to value everyone. Pupils enjoy activities to enhance the curriculum, such as the 'Fantastic Futures' programme and the link with the local university to promote physical activity. These strongly promote pupils' personal development.

Governors have a secure understanding of what the school does well and what it needs to do next. Together, governors and leaders take steps to ensure that staff are looked after and that their workload is considered. Trust leaders have a realistic vision for the school's future development. They have well-developed systems in place to check the effectiveness of leaders' actions. Staff are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure staff are well trained and knowledgeable about the risks pupils face. Staff are vigilant to signs of neglect and abuse. Leaders' records are detailed. They act quickly to offer support to families in need of help. Staff use effective systems to prioritise pupils' safety. Leaders make detailed checks to ensure that all staff are suitable to work with children.

Pupils know ways to keep themselves safe, including how to stay safe online, and understand healthy relationships.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In a few subjects in the wider curriculum, assessment is not yet secure in checking what pupils understand. As a result, teachers do not have a clear understanding of how well pupils have learned the required knowledge. Subject leaders should check pupils' understanding of their subjects so they can assure themselves of the quality of education being provided in their subject area.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146409
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10256721
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	427
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stuart Warrener
<b>Headteacher</b>	Simon Mills
<b>Website</b>	<a href="http://www.westfieldprimary.com">www.westfieldprimary.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Westfield Primary School converted to become an academy school in October 2018. When its predecessor school, Westfield Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Midsomer Norton Schools Partnership multi-academy trust.
- The school does not use any alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, the chief executive officer of the trust, a trust representative and members of the governing body.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- An inspector spoke to leaders about the curriculum in some other subjects, including art and design, and design and technology.
- An inspector listened to pupils in Years 1, 2 and 3 read.
- An inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. An inspector considered how well the safeguarding lead acts on concerns about pupils' welfare and safety. Inspectors talked to pupils, staff and governors about safe working practices.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text responses. Inspectors met with parents at the start of the school day. The findings of Ofsted's online staff and pupil surveys were considered.

### **Inspection team**

Richard Vaughan, lead inspector	Ofsted Inspector
Nicky McMahon	Ofsted Inspector
Martin Greenwood	Ofsted Inspector

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